DOCUMENT RESUME

ED 266 126 SP 027 208

AUTHOR Holmstrom, Engin Inel
TITLE Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
INSTITUTION American Council on Education, Washington, D.C.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE Nov 85
NOTE 44p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; *Admission Criteria; *Degree Requirements; Grade Point Average; Higher Education; *Preservice Teacher Education; Scholarships; *Student Recruitment; *Teacher Education Programs

ABSTRACT

This report describes changes that have taken place between 1980-81 and 1984-85 affecting admission/graduation requirements and recruitment efforts in teacher education programs. Specifically the survey requested information on: (1) specific requirements for admittance into teacher preparation programs; (2) changes in credit hour requirements over the last five academic years; and (3) teacher recruitment efforts. Findings are discussed and listed in tabular form. Highlights include: (1) A majority of the nation's schools, colleges and departments of education (SCDEs) do not accept freshmen into their programs; (2) Most have minimum grade point average requirements in general studies for entering students; (3) The average number of credit hours required for a baccalaureate degree in education is about 127 hours and relatively constant in all institutions; (4) Education courses constitute about one-third of all credit hours required for graduation for elementary programs and just over one-fifth of those from secondary programs; (5) Virtually all programs require their students to have teaching practica before graduation; and (6) About two-fifths of the SCDEs have minimum grade requirements for completing general studies in English as part of their admission procedure. (JD)

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RECENT CHANGES IN TEACHER EDUCATION PROGRAMS

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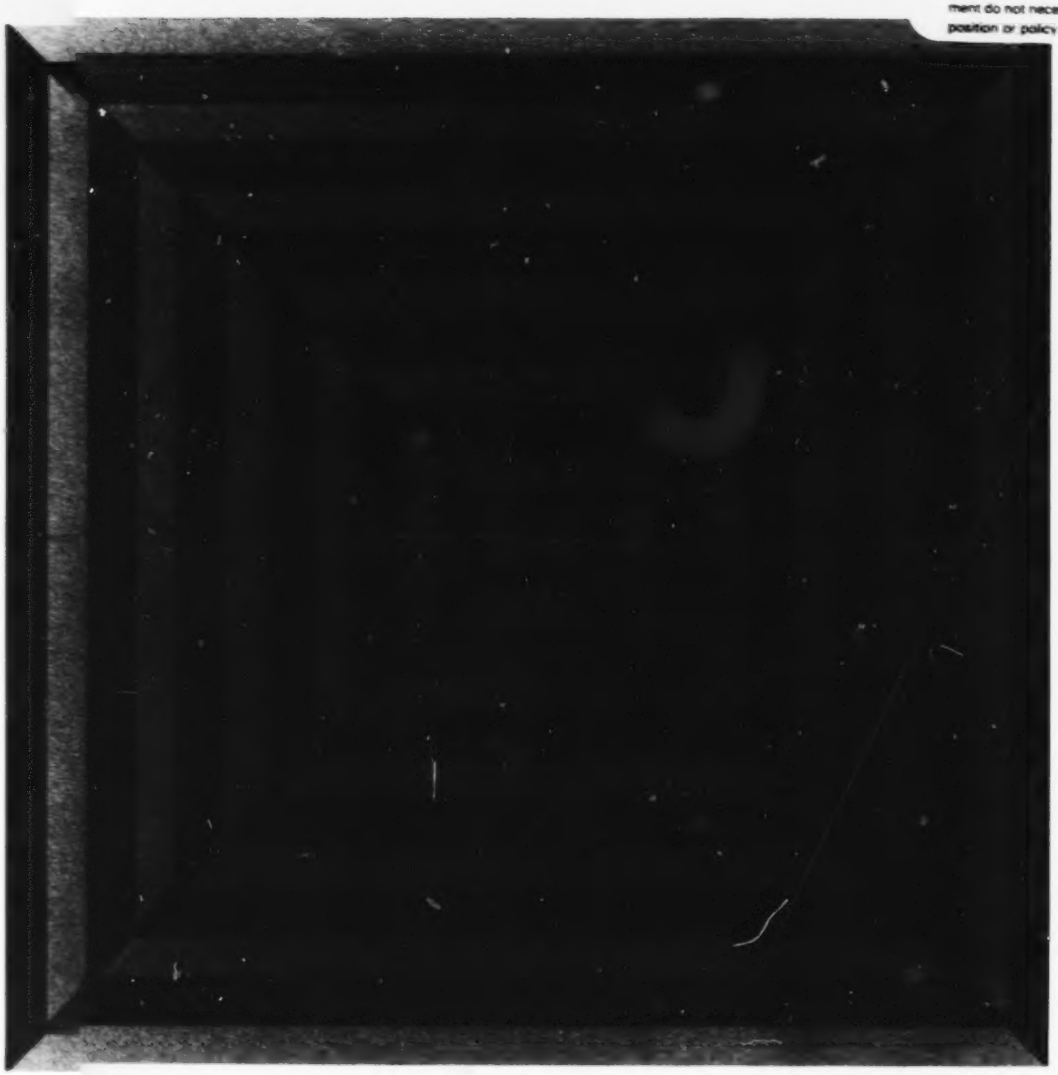

HIGHER EDUCATION PANEL REPORT NUMBER 67
AMERICAN COUNCIL ON EDUCATION

NOVEMBER
1985

A Survey Funded by the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities

AMERICAN COUNCIL ON EDUCATION

Robert H. Atwell, President

The American Council on Education, founded in 1918, is a council of educational organizations and institutions. Its purpose is to advance education and educational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

The Higher Education Panel is a survey research program established by the Council for the purpose of securing policy-related information quickly from representative samples of colleges and universities. *Higher Education Panel Reports* are designed to expedite communication of the Panel's survey findings to policy-makers in government, in the associations, and in educational institutions across the nation.

The Higher Education Panel's surveys on behalf of the Federal Government are conducted under support provided jointly by the National Science Foundation, The National Endowment for the Humanities, and the U.S. Department of Education (NSF Contract SRS-8117037).

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Recent Changes in Teacher Education Programs

Engin Inel Holmstrom

Higher Education Panel Reports
Number 67 November 1985

American Council on Education
Washington, D.C. 20036

This material is based upon research supported by the National Science Foundation, the Department of Education, and the National Endowment for the Humanities under contract No. SRS-8117037 with the National Science Foundation. Any opinions, findings, conclusions, or recommendations are those of the authors and do not necessarily reflect the views of the sponsoring agencies.

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ACKNOWLEDGMENTS

This study was developed by Salvatore Corrallo of the Office of Planning, Budgeting, and Evaluation of the U.S. Department of Education. The Federal Advisory Board, its Technical Advisory Committee, and the American Council on Education's Higher Education Panel Advisory Committee all contributed guidance and suggestions during the survey process. Data processing services for the survey were provided by Groups Operations, Inc.

Thanks are due to Salvatore Corrallo and Ann Weinheimer of the Department of Education and Christina Wise of the National Science Foundation for their advice to Frank J. Atelsek, former HEP Director, during the developmental stages of the project. Our special thanks also go to David C. Imig and Elizabeth Ashburn of American Association of Colleges for Teacher Education for their careful review of the final manuscript and invaluable comments. Finally, we are again very grateful to the Higher Education Panel's campus representatives and academic officers who provided the information for this report.

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HIGHLIGHTS

Admission and Graduation Requirements

- The time of admission to the teacher education program occurs after the freshman year.
- At the time of admission, seven in 10 institutions have minimum GPA requirements in university-wide general studies courses. The GPA average is 2.3 for students entering an elementary education program and 2.4 for students entering a secondary education program.
- Four in 10 institutions have separate minimum GPA requirements in English courses taken as part of university-wide general studies programs.
- In addition to the admission requirements of the college or university and successful completion of the general studies program, nearly half the teacher education programs require students to pass a standardized or proficiency test. Since 1980 the number of programs requiring standardized or proficiency tests for entry has more than doubled.
- Over three in 10 programs also require that entering students pass a speech and hearing test. In addition, nearly half rely on recommendations and one in 10 require a personal interview.
- The average number of credit hours required for a baccalaureate degree for teacher candidates is 127.
- The average number of credit hours in education courses required for graduation is about 43 for elementary teacher candidates, and 30 for secondary teacher candidates.
- Included within the teacher education program are theory and methods courses that amount to 20 hours for elementary teacher candidates, and nine hours for secondary teacher candidates.
- An average of ten hours of a teaching practicum is required by most programs.
- Nine in 10 programs require teacher candidates to spend time in schools prior to graduation. The average student will spend about 85 (secondary education program) to 113 (elementary education program) clock hours in such experiences.
- Most teacher education programs require students to take courses in mathematics, science, and communications. Half the programs require teacher candidates to take courses in computer science.
- One-fourth of secondary education programs have raised their GPA requirements for prospective teachers during the past five years, and one in 10 have increased requirements in their subject matter majors.
- The number of programs with exit testing has increased. Since 1980, two in five programs have instituted exit testing.

Recruitment

- Only one in four colleges or universities provide scholarships specifically for teacher candidates with high academic ability.
- Scholarships for teacher candidates are more readily available in public than in private programs.
- Only four percent of the institutions have loan forgiveness programs designed for teacher candidates.
- Recruitment procedures vary, with the programs trying different methods to attract students.

BACKGROUND

The National Commission on Excellence and other organizations have raised the nation's awareness of the need for quality teacher education. There have been numerous reports discussing the need to attract and retain high quality teachers, to improve teacher preparation programs, to raise standards by which teacher candidates are measured, to increase the supply of qualified teachers in shortage areas, and to improve the working conditions for teachers. There is currently very little reliable information, however, on how schools, colleges, and departments of education (SCDEs) have responded to these criticisms and recommendations, and what changes, if any, have been implemented in teacher education programs across the nation.

A survey undertaken by the American Council on Education in June 1984 indicated that nearly nine in 10 institutions with teacher education programs had minimum requirements and about eight in 10 had instituted higher admission standards. In addition, another one in 10 were considering improvements in their admission standards.[1]

This survey was sponsored by the Department of Education to gather more in depth information on three areas relating to teacher education. The first is entry requirements: What are the minimum standards at the nation's SCDEs that teacher candidates must now meet to enter teacher preparation programs, and what changes occurred in these standards since 1980–81? The second area concerns changes in course requirements: Are there increases or decreases in course requirements, and if so, in what areas? The third is recruitment: What measures are institutions now using to attract students, and especially high-ability students, into teacher education programs?

METHODS SUMMARY

The Higher Education Panel was created in 1971 by the American Council on Education for the purpose of conducting limited-scale surveys on topics of current policy interest to the higher education community and to government agencies. The current Panel is a disproportionate stratified sample of 1,040 colleges and universities, divided into two half-samples of 520 institutions each. Institutions were drawn from the more than 3,200 colleges and universities listed in the National Center for Education Statistics' *Education Directory, Colleges and Universities*. All institutions included in the population are grouped according to the Panel's stratification design, which utilizes two sampling domains (certainty and probability domains) and is based upon institutional type (doctorate-granting, comprehensive, baccalaureate, specialized, and two-year academic or occupational), control (public, private) and size (full-time equivalent undergraduate enrollment, full-time equivalent graduate enrollment, and educational and general expenditures). For any given survey, either the entire Panel, a half-sample, or an appropriate subgroup is used. The field operation is dependent on a network of campus representatives who, through their presidents, have agreed to participate. The representatives receive the Panel's questionnaires and direct them to the most appropriate campus official for response.

This survey consisted of all Panel institutions (both split-halfs) that reported the award of at least one baccalaureate in education in 1980–81. Two-year colleges and specialized institutions were excluded. Out of 1,040 Panel institutions, 489 met the survey criteria. Questionnaires were mailed to 489 institutions in December 1984. After a mail follow-up in February and a phone follow-up in March, usable data were received from 399 or 82 percent of the institutions. (A copy of the survey questionnaire is presented in Appendix A).

Data from responding institutions were statistically adjusted (weighted) to represent 1,068 institutions of higher education that grant baccalaureate degrees in education. Institutional weights were computed separately for each stratum, based on the ratio of the number of respondents to the number of institutions in the population. (See Appendix B for technical notes describing the weighting methodology and comparison of respondents and nonrespondents.)

[1]Elaine El-Khawas. *Campus Trends, 1984*. Higher Education Panel Reports Number 65, February 1985. Washington, D.C.: American Council on Education.

first section requested information on the specific minimum requirements for admittance into the undergraduate teacher preparation programs. The second section requested information on changes in credit hour requirements for teacher education programs that have taken place over the last five academic years. The last section sought information on teacher recruitment efforts.

The data provided here represent national estimates for 1,068 institutions of higher education that have a SCDE and award at least one baccalaureate in education. About two-fifths of the programs were in public and three-fifths in private institutions. Over one-half were located in baccalaureate colleges, 34 percent in comprehensive universities, and 12 percent in doctoral institutions (see table A). It should be pointed out, however, that although there are more teacher education programs in private institutions, public programs tend to be larger and produce more of the bachelor's degrees in education. For instance, in 1980–81, 78 percent of the bachelor's degrees earned in education were conferred by public programs and only 22 percent by private programs.[2]

TABLE A—Distribution of SCDEs by Control and Type of Institution—1984–85

	Total		Public		Private	
	No.	%	No.	%	No.	%
Total	1,068	100	434	100	634	100
Doctoral Univ.	129	12	95	22	34	5
Comprehensive Univ.	363	34	243	56	120	19
Baccalaureate Colleges	576	54	96	22	480	76

Only one-fifth of the institutions with SCDEs accepted freshmen into their undergraduate teacher education programs (see table B). SCDEs in private institutions were somewhat more likely to accept freshmen into their programs than were those in public institutions (25 percent versus 15 percent). The difference was particularly striking in doctoral and comprehensive universities: 35 percent of the programs in private but only 13 percent of those in public doctoral universities accepted freshmen; in comprehensive universities, the comparable figures were 33 percent and 17 percent, respectively.

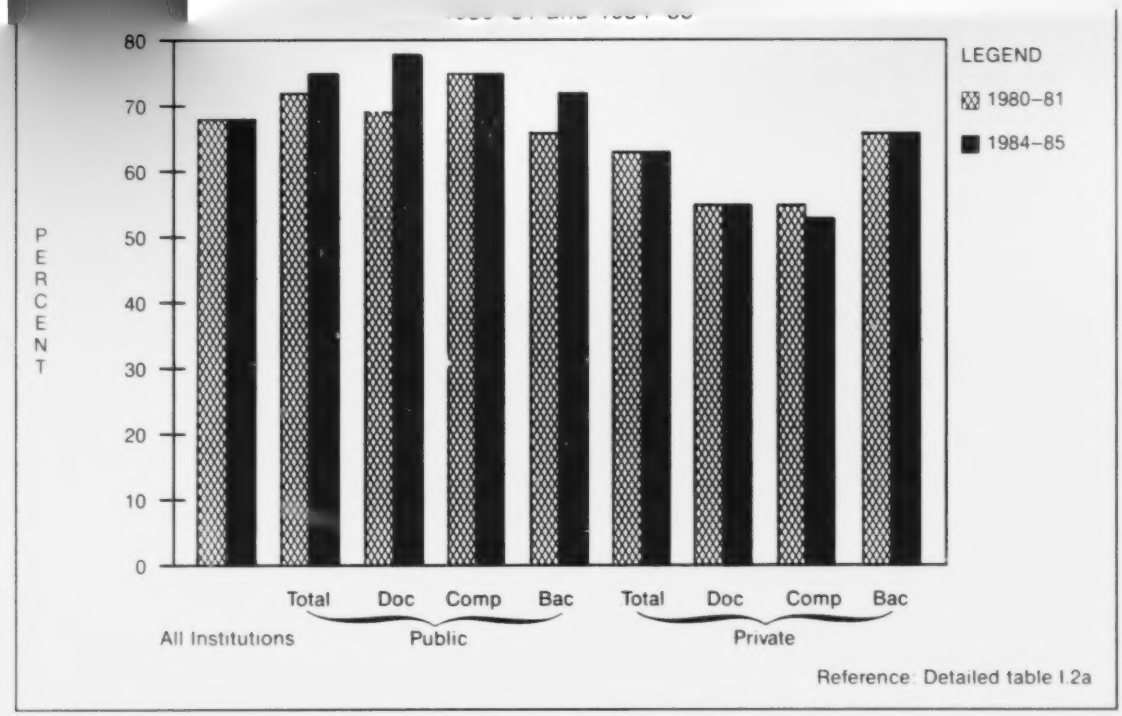
GPA Requirements in General Studies. In 1984–85, 68 percent of the SCDEs had minimum grade point average (GPA) requirements in general studies for students entering elementary and secondary education programs (see figures 1 and 2). Such requirements were more frequent among the programs in public than in private institutions (for instance, 76 percent of public but 61 percent of private SCDEs had minimum GPA requirements for entry into secondary education programs).

During the past five years, the proportion of SCDEs with minimum GPA requirements had remained relatively stable in private institutions, while increasing slightly in public institutions. In public institutions, most of the changes had occurred in doctoral universities and baccalaureate colleges.

TABLE B—Institutions That Admit Freshmen to Teacher Education Programs, by Control and Type of Institution—1984–85

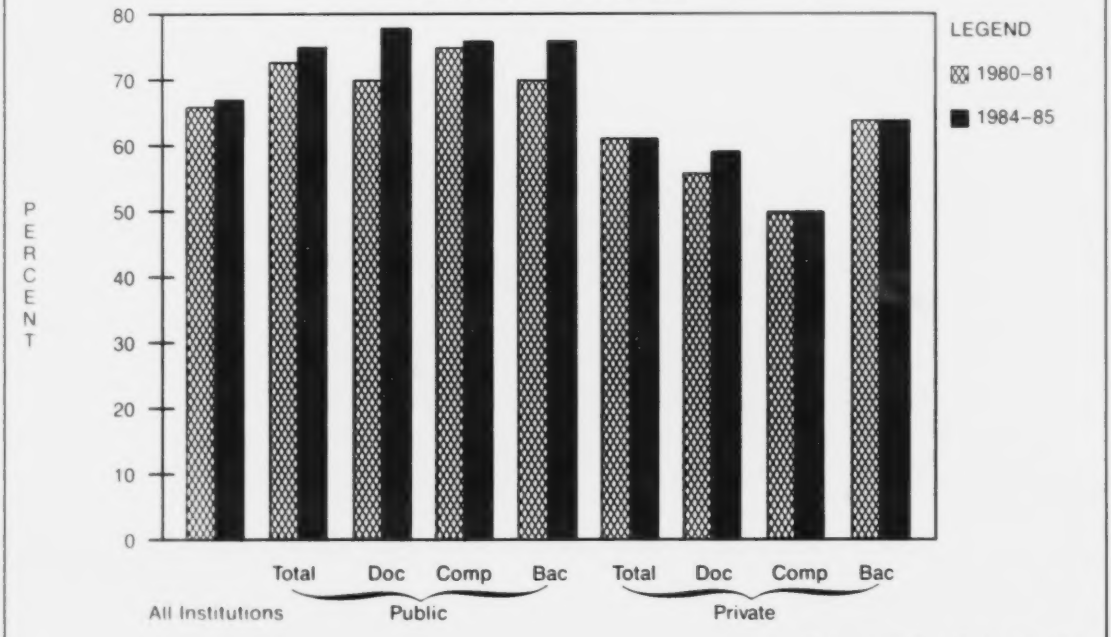
Control and type of institution	Number of Institutions	Percentage of all Institutions with Programs
All Institutions	223	21
Public Institutions	66	15
Doctoral	12	13
Comprehensive	41	17
Baccalaureate	13	14
Private Institutions	157	25
Doctoral	12	35
Comprehensive	40	33
Baccalaureate	105	22

[2]National Center for Education Statistics. *The Condition of Education, 1983*. Washington, D.C.: Government Printing Office, 1983, p.192.



Reference: Detailed table I.2a

FIGURE 2
Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution
1980–81 and 1984–85



Reference: Detailed table I.2a

In 1984–85, 78 percent of the programs had such requirements. The change in the baccalaureate colleges was from 66 percent in 1980–81 to 72 percent in 1984–85. Similar increases in doctoral universities and baccalaureate colleges were noted for entry into secondary education programs.

The average minimum GPA requirement for students entering elementary education programs in 1984–85 was 2.3 on a scale of 1 to 4, up slightly from 2.2 in 1980–81; the average minimum GPA requirement for students entering secondary education programs was 2.3, up slightly from 2.2 in 1980–81 (see detailed table I.2a). Since 1980–81, the proportion of the programs with minimum GPA requirements of 3.0 or more remained constant at about one percent for students entering elementary education programs and two percent for students entering secondary education programs. The proportion requiring at least 2.5–2.9 GPAs, on the other hand, had increased from under 30 percent to over 40 percent in 1984–85 (see figures 3 and 4).

These averages tend to conceal some of the differences in public and private programs as well as changes that had taken place in a number of SCDEs during the last five years, however. First, while fewer private than public SCDEs have minimum GPA requirements for entry into teacher preparation programs, more private programs than public ones require GPAs of 2.5 or more. In 1984–85, 51 percent of private but 36 percent of public programs required minimum GPAs of 2.5 or more for entry into elementary education programs (see detailed table I.2b). The comparable figures for entry into secondary education programs were 53 percent and 38 percent, respectively (see detailed table I.2c).

Second, during the last five years, more public than private programs had increased their minimum GPA requirements to 2.5–2.9 so that the difference in public and private programs had been somewhat narrowed. In 1984–85, about one-half of the SCDEs in private institutions and between 30 to 40 percent of those in public institutions required minimum GPAs of 2.5–2.9 for entry into their programs. In contrast, five years earlier, only half as many public as private programs required minimum GPAs of 2.5–2.9 for entry into their programs. Finally, most of the increases in the public programs had occurred in doctoral universities; in elementary education programs, the proportion requiring minimum GPAs of 2.5–2.9 had increased from 21 percent in 1980–81 to 45 percent in 1984–85, and in secondary education programs, from 25 percent to 59 percent.

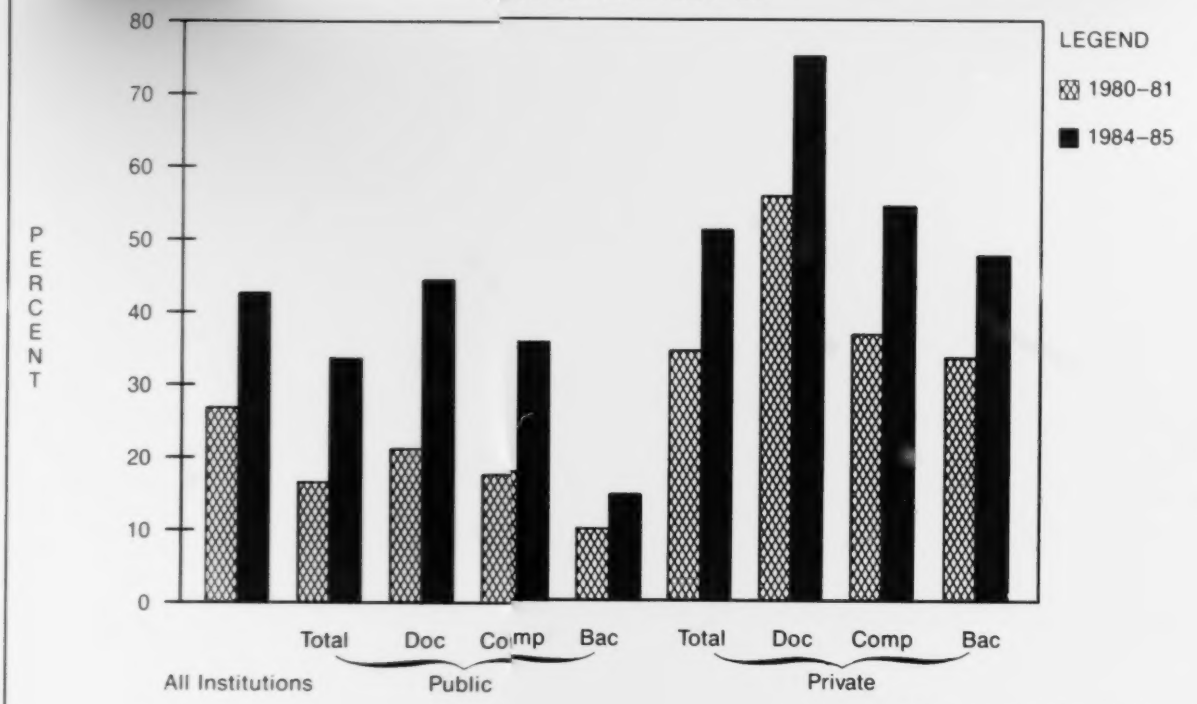
for their students entering elementary and secondary education programs (see detailed table I.3a). With the exception of some minor increases in public programs, these requirements had changed little over the past five years. In 1984–85, fully one-half of SCDEs in public institutions but only about 30 percent of those in private institutions had minimum grade requirements in English for entering students. In both public and private programs, the average grade requirements in English were about 2.1 for students entering teacher education programs. Fewer than 10 percent required entering students to have grade averages of 2.5 or more in English, and the proportion of such programs remained the same since 1980–81 (see detailed tables I 3b, 3c).

Entry Tests. In addition to the above admission requirements, in 1984–85, nearly one-half of all SCDEs required that a student must pass a standardized or proficiency test in order to qualify for admittance into elementary and secondary education programs (see figures 5 and 6). However, there was no uniformly administered test. Among more frequently given tests were ACT, SAT, CAT, PPST, NTE and a score of other state-mandated or state-developed competency tests.

The proportion of the SCDEs requiring standardized or proficiency tests for entry into teacher education programs had more than doubled over the last five years, particularly in public institutions. In 1984–85, over half the public programs and over 40 percent of the private ones had entry tests. The largest increases in the number of programs adopting entry tests had occurred in public comprehensive universities where the proportion requiring standardized or proficiency tests for entry into elementary education programs had increased from 26 percent in 1980–81 to 61 percent in 1984–85, and for entry into secondary education programs, from 24 percent to 60 percent. The least likely programs to use entry tests were those located in public baccalaureate colleges and private comprehensive universities.

Other Entry Requirements. There were other requirements and procedures used to screen students for admission into teacher education programs. For instance, over 35 percent required that their students pass a speech and hearing test; about 10 percent relied on personal interviews, while between 40 to 50 percent relied on recommendations (see detailed table I.5a). In general, private institutions were more likely than public to rely on recommendations, while public institutions were more likely than private to require speech and hearing tests. Baccalaureate colleges

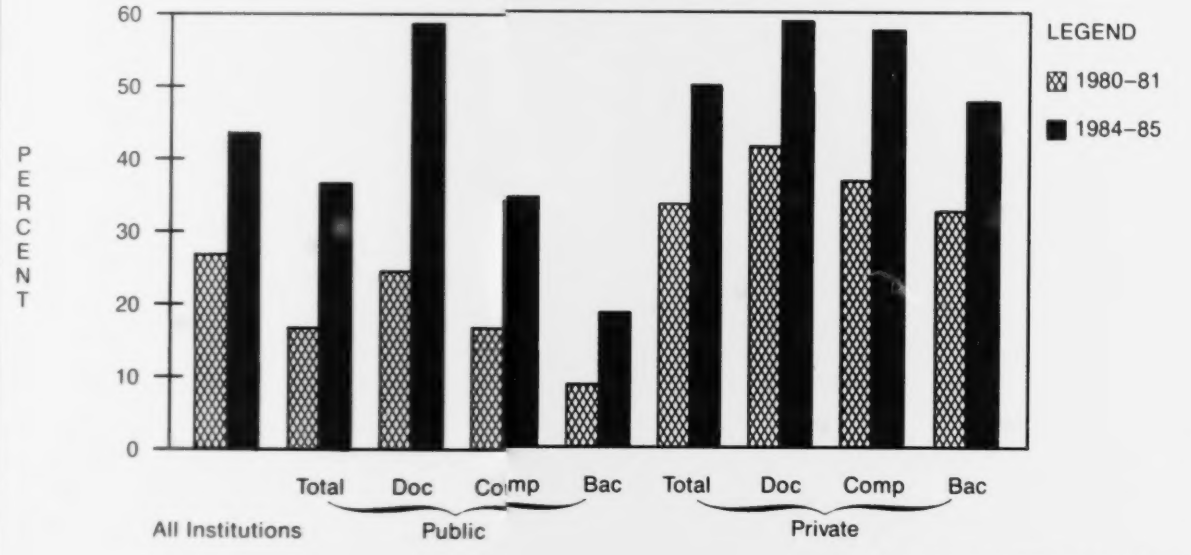
ams With Minimum 2.5–2.9 GPA Requirements,
by Control and Type of Institution
1980–81 and 1984–85



Reference: Detailed table I.2b

FIGURE 4

Secondary Education Programs With Minimum 2.5–2.9 GPA Requirements,
by Control and Type of Institution
1980–81 and 1984–85



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SCDEs Requiring Entry Tests Into Elementary Education Programs,
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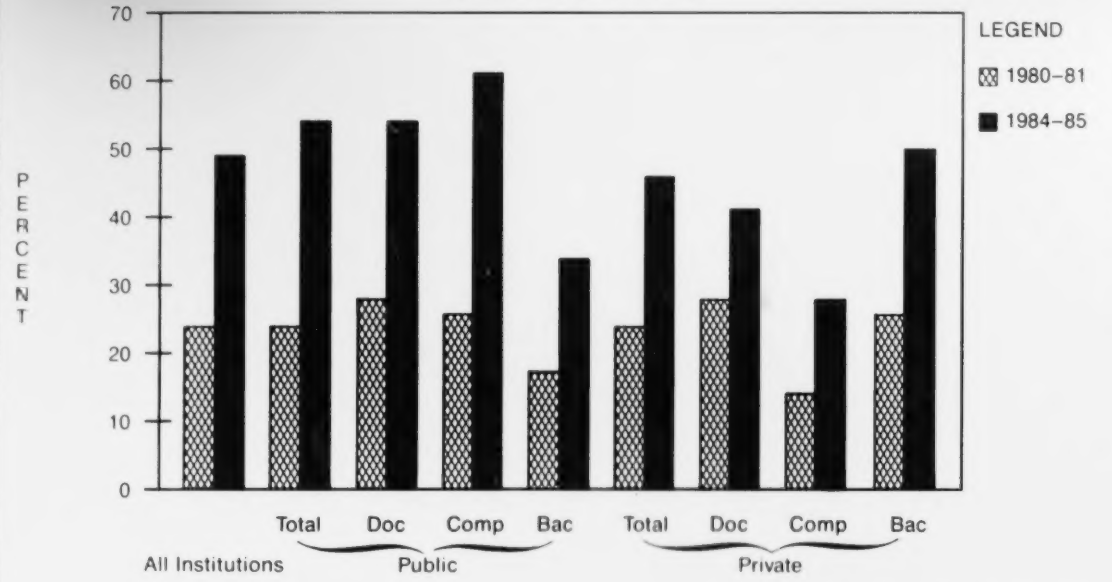
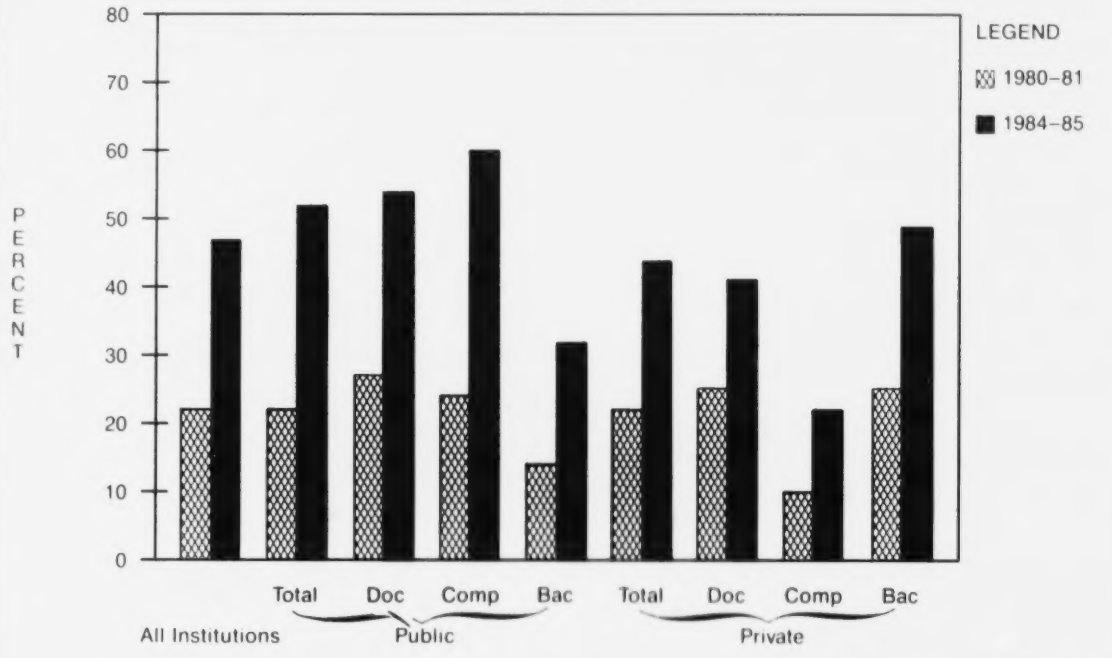


Reference: Detailed table I.4a

FIGURE 6

SCDEs Requiring Entry Tests Into Secondary Education Programs,
by Control and Type of Institution
1980–81 and 1984–85



Reference: Detailed table I.4a

than others, while comprehensive universities used speech and hearing tests more frequently than did others. The most apparent change seems to have occurred in the speech/ hearing testing area, with just over 10 percent introducing such tests as a part of their admission-screening procedure.

Changes In Course Requirements

The average number of credit hours required for a baccalaureate degree in teacher education programs was 127.4 in 1984–85 (see table C). There was very little difference in credit hour averages across institutions, and practically no change since 1980–81.

Credit Hour Requirements in Education Courses. In an average elementary education program, about one-third of the credit hours required for a baccalaureate was in education courses. The proportion of credit hours required in education courses in secondary education programs was somewhat lower (23 percent). On average, 43.4 credit hours were required in all education courses for graduation from elementary education programs; in contrast, only 29.7 average number of credit hours were required for graduation from secondary education programs (see detailed table II.1a1).

In elementary education programs, the proportion of SCDEs requiring 46 or more credit hours in education courses had increased from 36 percent in 1980–81 to 42 percent in 1984–85. In secondary education programs, the proportion with similar requirements had remained stable at about 5 percent (see detailed tables II.1a2 and 1a3). Elementary education likely than were those in public institutions to have increased their requirements for all education courses to 46 or more credit hours. The largest increases had occurred in SCDEs in baccalaureate colleges where the proportion requiring 46 or more credit hours for students entering elementary education programs increased from 36 percent in 1980–81 to 46 percent in 1984–85.

Credit Hours in Student Teaching Practicum. Nearly all SCDEs required credit hours in teaching practicum prior to graduation (see detailed table II.1b). On the average, 10.3 credit hours were required in elementary education programs and 9.9 in secondary education programs. Overall these requirements had changed very little during the period from 1980 to 1985. There were some minor exceptions: for instance, private doctoral institutions had increased their student teaching practicum requirements by an hour in elementary education programs.

Credit Hours in Principles and Methods of Teaching. Students were required to take courses in principles and methods of teaching in nearly all of the SCDEs before graduation (see detailed table II.1c). On average, 19.9 credit hours in such courses were required for graduation from elementary education programs, and 9.1 from secondary education programs. Overall these requirements seemed to have remained relatively stable over the past five years.

Field Experience. Over 90 percent of the SCDEs required their students to have early field experiences (see detailed table II.1d). On the average, 112.9 clock hours of field experience were required for graduation from elementary education programs, and 84.5 from

TABLE C—Average Number of Credit Hours Required for a Baccalaureate Degree in Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	Average Number of Credit Hours		Percent Change
	1980–81	1984–85	80/81–84/85
All Institutions	126.5	127.4	0.7
Public Institutions	126.7	127.7	0.8
Doctoral	125.1	125.5	0.3
Comprehensive	125.8	126.9	0.9
Baccalaureate	129.0	129.9	0.7
Private Institutions	126.4	127.2	0.6
Doctoral	124.9	125.4	0.4
Comprehensive	125.2	125.9	0.5
Baccalaureate	127.0	127.9	0.7

doctoral universities required more clock hours for student field experience than did SCDEs in other institutions. Among SCDEs in private institutions, those in comprehensive universities required more clock hours in early field experience than did SCDEs in other private institutions.

Other Subject Area Requirements. The proportion of the SCDEs requiring credit hours in subject areas outside education varied somewhat, depending on specific subject areas. Most SCDEs required their students to take courses in mathematics, science, and communications (see Figure 7). Nearly one-half also required courses in computer science. About 20 percent required courses in arts and humanities and in social and behavioral science, while about 10 percent required courses in health, safety, and physical education and in "other" areas. Most SCDEs had not changed their requirements in such subject areas since 1980–81. An exception to this observation concerns the area of computer sciences. More than half the 500 institutions now requiring courses in it indicated that they had changed the requirement in the past five years (see detailed tables II.2b and 2c).

The average credit hour requirements in non-education subject areas ranged from a high of 10.1 hours in communications in 1984–85 to a low of 2.9 in computer science for students graduating from elementary education programs. With the exception of health, safety, and physical education, credit hour requirements for most non-education subject areas were even smaller in 1980–81.

Exit Testing. Since 1980–81, about 20 percent of the SCDEs have instituted exit testing in teacher education programs (see table D). Public programs were more likely than were private programs to have exit

[illegible] requirements (about 25 percent versus 14 percent). Further, SCDEs in comprehensive universities were slightly more likely than others to require that their students pass some kind of test before graduation. There was not much uniformity in the type of exit tests administered by the programs. Some used standardized content-area tests or basic skills tests; others used teacher assessment tests—mostly NTE but also tests that are mandated or prepared by states.

Credit Hour Requirement Changes in Secondary Education Teacher Programs. A majority of institutions reported no changes during the past five years for credit-hour requirements for subject majors outside education for students in secondary education programs (see detailed table II.4). About 10 percent reported a change, involving, on the average, a three-hour increase in credit hour requirements from 28.7 in 1980–81 to 31.7 in 1984–85. SCDEs in public institutions, and particularly those in comprehensive universities, reported larger increases in credit hour requirements for subject majors outside education than did other programs. In private institutions, SCDEs in comprehensive and doctoral universities reported increases while those in baccalaureate colleges reported decreases.

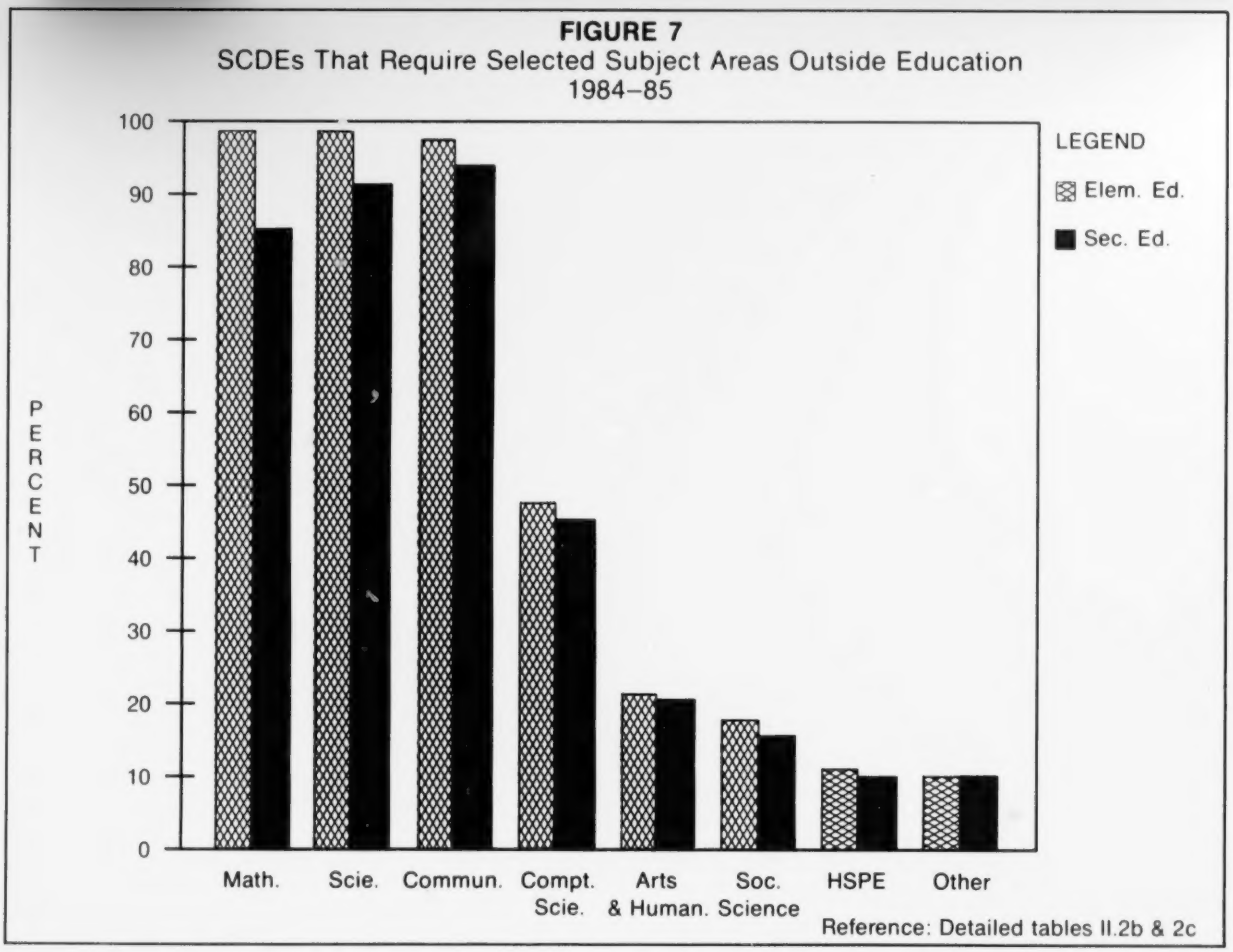
Most institutions reported that they had not changed their minimum GPA requirements for the subject majors outside education during the last five years (see detailed table II.5). Only 25 percent of the SCDEs reported that they had increased their GPA requirements. The largest increases had occurred in public baccalaureate colleges where, on average, GPA requirements increased from 1.6 in 1980–81 to 2.2 in 1984–85, and in private comprehensive universities where GPA requirements increased from 2.0 to 2.5.

TABLE D—Number and Percent of Institutions That Have Instituted "Exit Testing" in Teacher Education Programs Since 1980–81, by Control and Type of Institution

Control and Type of Institution	Elementary Education Programs		Secondary Education Programs	
	No.	%*	No.	%*
All Institutions	189	17.7	198	18.5
Public Institutions	102	23.5	99	22.8
Doctoral	20	21.1	18	18.9
Comprehensive	60	24.7	59	24.3
Baccalaureate	22	22.9	22	22.9
Private Institutions	87	13.7	99	15.6
Doctoral	4	11.8	3	8.8
Comprehensive	25	20.8	30	25.0
Baccalaureate	58	12.1	66	13.8

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

FIGURE 7
SCDEs That Require Selected Subject Areas Outside Education
1984–85



Reference: Detailed tables II.2b & 2c

Teacher Recruitment Efforts

Various methods were used to attract students to teacher preparation programs.

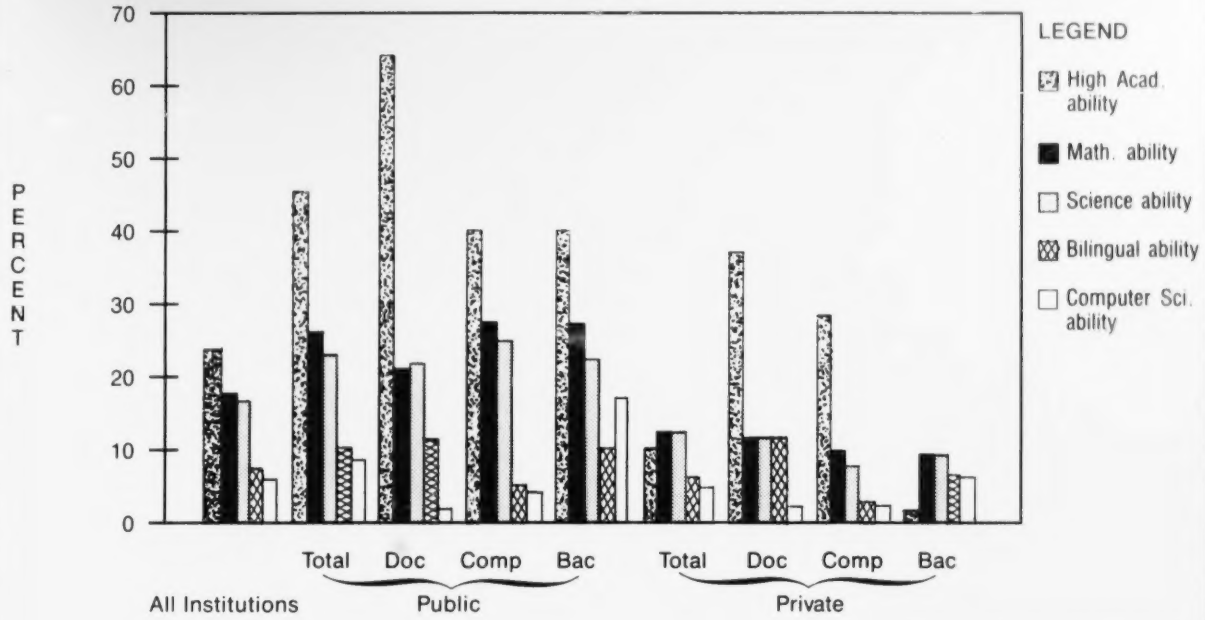
Scholarships. In general, SCDEs tend to provide incentive scholarships for students of high academic ability rather than for students of high ability in specific areas. Nearly one-fourth of the institutions provided scholarships for students of high academic ability (see figure 8). This practice was more prevalent among public (45 percent) than among private (10 percent) institutions. It was also a practice more frequent in doctoral than in other institutions.

Nearly twenty percent of the institutions also provided scholarships for students of high ability in mathematics and in science, while nearly 10 percent provided scholarships in bilingual education/ESL. In general, more public than private institutions provided scholarships. Scholarships for students with high ability in mathematics and science were more readily available in public comprehensive universities and baccalaureate colleges than in doctoral universities. In contrast, scholarships for students with language aptitude were most available in doctoral institutions.

Loan Forgiveness. Four percent of institutions offered loan forgiveness for teacher candidates if they engaged in classroom teaching, and about 10 percent offered loan forgiveness to teacher candidates majoring in specific fields (see detailed table III.2).

Recruitment Efforts. During the last five years, SCDEs seemed to have tried various recruitment methods, including personal contacts (18 percent), visits to high schools by college representatives (15 percent), inviting students to visit college (15 percent), mailings (11 percent), and college fair exhibits (8 percent) (see detailed table III.3). Some programs were also considering various other recruitment efforts, ranging from loans and scholarships (10 percent) to media contacts (2 percent) (see detailed table III.4)

FIGURE 8
SCDEs That Provide Incentive Scholarships to High Ability Students, by Control and Type of Institution
1984–85



Reference: Detailed table III.1

SUMMARY

The survey provided information on entry and graduation requirements and recruitment procedures of the nation's teacher education programs and any changes that had taken place during the period from 1980 to 1985. Although teacher education programs are housed in a variety of higher education institutions, ranging from large public doctoral universities to small private baccalaureate colleges, they appear to have relatively uniform admission and graduation standards. This uniformity possibly reflects the involvement of state agencies in setting program guidelines and determining criteria for teacher candidate certification.

A majority of the nation's SCDEs do not accept freshmen into their programs. Most have minimum GPA requirements in general studies for entering students. The average GPA requirement is nearly constant in all institutions: 2.3 for entry into elementary education programs and 2.4 for entry into secondary education programs.

The average number of credit hours required for a baccalaureate degree in education is about 127 hours and relatively constant across all institutions. On average, 43 credit hours are required in all education courses to graduate from elementary education programs, and about 30 hours to graduate from secondary education programs. Education courses constitute about one-third of all credit hours required for graduation from elementary education programs and just over one-fifth of those from secondary education programs.

Virtually all programs require their students to have teaching practica before graduation. They also require their students to take courses in principles and methods of teaching. On average, about 20 hours in such coursework are required for graduation from elementary education programs and about 9 hours from secondary education programs. Finally, most programs require early field experience of about 113 clock hours.

This is, however, where program similarities end. Only about two-fifths of the SCDEs have minimum grade requirements for completing general studies in English courses as part of their admission procedure. About one-half administer standardized or proficiency tests to screen students for admission, but there appears to be no uniformity in the type of tests administered, although some are given more frequently than others. Since 1980, one-fifth of the programs have instituted exit testing, but again there is wide variation in tests administered, possibly reflecting differences in state-mandated tests.

Recruitment methods vary, with no standardized procedures to recruit well-qualified students to teacher education programs.

Only one-fourth of the programs offer scholarships to high-ability students, and very few programs provide scholarships as a means of enticing teacher candidates to shortage areas.

Since 1980, there has been some effort to tighten admission requirements to teacher education programs, particularly in public programs which enroll and graduate most of the students. (These changes may be due to new state requirements for teachers in areas such as drug abuse education, economics education, and reading). Finally, public programs are more likely than private to have minimum grade requirements in English courses for entering students. They are more likely to require entry and exit testing, have speech and hearing tests, and provide scholarships for students of high academic ability.

This report describes changes that have taken place during 1980–85 and the current status of teacher education programs pertaining to admission/graduation requirements and recruitment efforts. Although beyond the scope of this study, the full implications of findings presented here would require comparisons with similar data for other professions education programs in the nation's colleges and universities.

DETAILED STATISTICAL TABLES

I.2a Institutions That Have a Minimum GPA Requirement for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980 Institutions w/ Requirement No.	1980 Institutions w/ Requirement %*	1980 Ave. Min. GPA	1984–85 Institutions w/ Requirement No.	1984–85 Institutions w/ Requirement %*	1984–85 Ave. Min. GPA	Percentage Change 1980/1-84/5 Insts.	Percentage Change 1980/1-84/5 GPA
Elementary Education Programs								
All Institutions	676	66.7	2.2	702	68.0	2.3	3.8	4.5
Public Institutions	303	71.6	2.2	317	74.8	2.3	4.6	4.5
Doctoral	61	68.5	2.3	69	77.5	2.4	13.1	4.3
Comprehensive	181	75.1	2.1	181	75.1	2.3	0.0	9.5
Baccalaureate	61	65.6	2.1	67	72.0	2.1	9.8	0.0
Private Institutions	373	63.1	2.3	385	63.3	2.3	3.2	0.0
Doctoral	16	55.2	2.4	16	55.2	2.5	0.0	4.2
Comprehensive	59	54.6	2.2	59	53.2	2.3	0.0	4.5
Baccalaureate	298	65.6	2.3	310	66.2	2.3	4.0	0.0
Secondary Education Programs								
All Institutions	688	65.9	2.2	698	67.2	2.3	1.5	4.5
Public Institutions	312	72.6	2.1	327	76.2	2.3	4.8	9.5
Doctoral	66	70.2	2.3	74	77.9	2.4	12.1	4.3
Comprehensive	182	74.9	2.1	183	75.6	2.3	0.5	9.5
Baccalaureate	64	69.6	2.1	70	76.1	2.2	9.4	4.8
Private Institutions	376	61.2	2.3	371	60.8	2.4	−1.3	4.3
Doctoral	18	56.3	2.3	19	59.4	2.4	5.6	4.3
Comprehensive	59	50.4	2.2	57	50.0	2.3	−3.4	4.5
Baccalaureate	298	64.1	2.3	295	63.6	2.4	−1.0	4.3

*Institutions with the requirement as a percentage of all institutions with teacher education programs.

I.2b Minimum GPA Requirements for Entry into Elementary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	Institutions w/ NO Requirement	Institutions Requiring Minimum GPA of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
		1980–81			
All Institutions	392	11	479	182	4
Public Institutions	131	11	237	51	4
Doctoral	34	1	44	13	3
Comprehensive	61	7	142	32	1
Baccalaureate	36	3	51	6	0
Private Institutions	261	0	242	131	0
Doctoral	18	0	7	9	0
Comprehensive	61	0	37	22	0
Baccalaureate	182	0	198	100	0
		1984–85			
All Institutions	365	11	384	302	6
Public Institutions	117	11	193	107	6
Doctoral	26	1	32	31	5
Comprehensive	62	7	107	66	1
Baccalaureate	29	3	54	10	0
Private Institutions	248	0	191	195	0
Doctoral	18	0	4	12	0
Comprehensive	60	0	27	33	0
Baccalaureate	170	0	160	150	0

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I.2c Minimum GPA Requirements for Entry into Secondary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	Institutions w/ NO Requirement	Institutions Requiring Minimum GPA of—			
		Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
	1980–81				
All Institutions	381	11	480	184	12
Public Institutions	124	11	241	54	4
Doctoral	30	1	45	16	3
Comprehensive	61	7	142	32	1
Baccalaureate	33	3	54	6	0
Private Institutions	257	0	239	130	8
Doctoral	15	0	11	8	0
Comprehensive	61	0	37	22	0
Baccalaureate	181	0	191	100	8
	1984–85				
All Institutions	370	11	366	308	13
Public Institutions	107	11	190	121	5
Doctoral	21	1	25	44	4
Comprehensive	60	7	111	64	1
Baccalaureate	26	3	54	13	0
Private Institutions	263	0	176	187	8
Doctoral	15	0	8	11	0
Comprehensive	63	0	24	33	0
Baccalaureate	185	0	144	143	8

I.3a Institutions That Have a Minimum Grade Requirement in English for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81			1984–85		
	Institutions w/Requirement		Ave. Minimum Grade	Institutions w/Requirement		Ave. Minimum Grade
	No.	%*		No.	%*	
	Elementary Education Programs					
All Institutions	374	36.9	2.1	414	40.1	2.1
Public Institutions	200	47.3	2.0	218	51.4	2.0
Doctoral	29	32.6	1.9	33	37.1	2.0
Comprehensive	113	46.9	2.0	121	50.0	2.0
Baccalaureate	58	62.4	1.9	64	68.8	2.1
Private Institutions	174	29.4	2.1	196	32.2	2.1
Doctoral	8	27.6	2.3	8	27.6	2.3
Comprehensive	34	31.5	2.1	37	33.3	2.2
Baccalaureate	132	29.1	2.1	151	32.3	2.1
	Secondary Education Programs					
All Institutions	378	36.2	2.0	417	40.1	2.1
Public Institutions	207	48.1	2.0	227	52.9	2.1
Doctoral	29	30.9	1.9	34	35.8	2.0
Comprehensive	117	48.0	2.0	126	52.1	2.0
Baccalaureate	61	66.3	2.0	67	72.8	2.1
Private Institutions	171	27.9	2.1	190	31.1	2.1
Doctoral	8	25.0	2.1	8	25.0	2.1
Comprehensive	31	26.5	2.0	31	27.2	2.2
Baccalaureate	132	28.4	2.1	151	32.5	2.1

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

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I.3b Distribution of Minimum Grade in English Required for Entry into Elementary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	All Institutions w/ Requirement	Institutions Requiring Minimum Grades in English of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
		1980–81			
All Institutions	374	24	319	7	24
Public Institutions	200	10	184	1	5
Doctoral	29	6	20	1	2
Comprehensive	113	1	109	0	3
Baccalaureate	58	3	55	0	0
Private Institutions	174	14	135	6	19
Doctoral	8	0	6	1	1
Comprehensive	34	6	20	5	3
Baccalaureate	132	8	109	0	15
		1984–85			
All Institutions	414	16	362	7	29
Public Institutions	218	5	202	1	10
Doctoral	33	4	26	1	2
Comprehensive	121	1	115	0	5
Baccalaureate	64	0	61	0	3
Private Institutions	196	11	160	6	19
Doctoral	8	0	6	1	1
Comprehensive	37	3	26	5	3
Baccalaureate	151	8	128	0	15

I.3c Distribution of Minimum Grade in English Required for Entry into Secondary Education Programs, by Control and Type of Institution—1980/81 and 1984/85

Control and Type of Institution	All Institutions w/ Requirement	Institutions Requiring Minimum Grades in English of— Less Than 2.0	2.0–2.4	2.5–2.9	3.0 or More
		1980–81			
All Institutions	378	26	325	4	23
Public Institutions	207	12	189	1	5
Doctoral	29	6	20	1	2
Comprehensive	117	3	111	0	3
Baccalaureate	61	3	58	0	0
Private Institutions	171	14	136	3	18
Doctoral	8	0	7	1	0
Comprehensive	31	6	20	2	3
Baccalaureate	132	8	109	0	15
		1984–85			
All Institutions	417	13	372	4	28
Public Institutions	227	5	211	1	10
Doctoral	34	4	27	1	2
Comprehensive	126	1	120	0	5
Baccalaureate	67	0	64	0	3
Private Institutions	190	8	161	3	18
Doctoral	8	0	7	1	0
Comprehensive	31	0	26	2	3
Baccalaureate	151	8	128	0	15

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I.4a Institutions That Require Standardized Tests for Entry into Teacher Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81		1984–85		Percentage Change 1980/1-84/5
	No.	%*	No.	%*	
			Elementary Education Programs		
All Institutions	242	23.8	506	49.0	109.1
Public Institutions	103	24.3	227	53.5	120.4
Doctoral	25	28.0	48	53.9	92.0
Comprehensive	62	25.7	147	60.7	137.1
Baccalaureate	16	17.2	32	34.4	100.0
Private Institutions	139	23.5	279	45.8	100.7
Doctoral	8	27.5	12	41.3	50.0
Comprehensive	15	13.8	31	27.9	106.7
Baccalaureate	116	25.5	236	50.4	103.4
			Secondary Education Programs		
All Institutions	232	22.2	490	47.1	111.2
Public Institutions	96	22.3	224	52.2	133.3
Doctoral	25	26.6	51	53.6	104.0
Comprehensive	58	23.8	144	59.5	148.3
Baccalaureate	13	14.1	29	31.5	123.1
Private Institutions	136	22.1	266	43.6	95.6
Doctoral	8	25.0	13	40.6	62.5
Comprehensive	12	10.3	25	21.9	108.3
Baccalaureate	116	24.9	228	49.1	96.6

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

I.5a Other Entry Requirements for Teacher Education Programs, by Control and Type of Institution—1984–85

Control and Type of Institution	Institutions That Require							
	Interviews		Recommendations		Speech/Hearing Testing		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
				Elementary Education Programs				
All Institutions	112	10.9	498	48.3	396	38.4	364	35.3
Public Institutions	46	10.8	147	34.7	202	47.6	161	38.0
Doctoral	8	9.0	22	24.7	34	38.2	30	33.7
Comprehensive	35	14.5	84	34.7	126	52.1	96	39.7
Baccalaureate	3	3.2	41	44.1	42	45.2	35	37.6
Private Institutions	66	10.9	351	57.7	194	31.9	203	33.4
Doctoral	2	6.9	5	17.2	5	17.2	6	20.7
Comprehensive	14	12.6	55	49.5	42	37.8	34	30.6
Baccalaureate	50	10.7	291	62.2	147	31.4	163	34.8
				Secondary Education Programs				
All Institutions	114	11.0	446	42.9	368	35.4	336	32.3
Public Institutions	45	10.5	139	32.4	184	42.9	156	36.4
Doctoral	7	7.4	20	21.1	27	28.4	27	28.4
Comprehensive	35	14.5	84	34.7	122	50.4	97	40.1
Baccalaureate	3	3.3	35	38.0	35	38.0	32	34.8
Private Institutions	69	11.3	307	50.3	184	30.2	180	29.5
Doctoral	4	12.5	8	25.0	6	18.8	8	25.0
Comprehensive	11	9.6	47	41.2	31	27.2	32	28.1
Baccalaureate	54	11.6	252	54.3	147	31.7	140	30.2

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.
Note: Multiple responses were permitted; therefore, percentages may exceed 100.

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I.5b Recent Changes in Other Entry Requirements, by Control and Type of Institution—1980–81 to 1984–85

Control and Type of Institution	Institutions That, in the last 5 Years, Have Changed Requirements in—							
	Interviews		Recommendations		Speech/Hearing Testing		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
	Elementary Education Programs							
All Institutions	53	5.2	74	7.3	133	13.1	154	15.2
Public Institutions	22	5.2	27	6.4	71	16.8	68	16.1
Doctoral	2	2.2	5	5.6	13	14.6	15	16.9
Comprehensive	17	7.1	16	6.6	39	16.2	37	15.4
Baccalaureate	3	3.2	6	6.5	19	20.4	16	17.2
Private Institutions	31	5.2	47	8.0	62	10.5	86	14.6
Doctoral	0	0.0	3	10.3	1	3.4	1	3.4
Comprehensive	8	7.4	6	5.6	3	2.8	8	7.4
Baccalaureate	23	5.1	38	8.4	58	12.8	77	17.0
	Secondary Education Programs							
All Institutions	38	3.6	59	5.7	107	10.2	131	12.5
Public Institutions	18	4.2	20	4.7	60	14.0	68	15.8
Doctoral	1	1.1	3	3.2	8	8.5	13	13.8
Comprehensive	17	7.0	14	5.7	33	13.5	42	17.2
Baccalaureate	0	0.0	3	3.3	19	20.7	13	14.1
Private Institutions	20	3.3	39	6.4	47	7.7	63	10.3
Doctoral	0	0.0	1	3.1	1	3.1	0	0.0
Comprehensive	5	4.3	0	0.0	3	2.6	9	7.7
Baccalaureate	15	3.2	38	8.2	43	9.2	54	11.6

*Institutions with the requirement, as a percentage of all institutions with teacher education programs.

II.1a.1 Average Number of Credit Hours Required in All Education Courses by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	Average Number of Credit Hours		Percent Change 80/81–84/85
	1980–81	1984–85	
	Elementary Education Programs		
All Institutions	41.6	43.3	4.1
Public Institutions	42.4	44.0	3.8
Doctoral	42.5	44.9	5.6
Comprehensive	42.2	43.6	3.3
Baccalaureate	42.7	44.4	4.0
Private Institutions	41.1	42.9	4.4
Doctoral	39.5	41.9	6.1
Comprehensive	38.6	39.0	1.0
Baccalaureate	42.3	44.5	5.2
	Secondary Education Programs		
All Institutions	28.2	29.7	5.3
Public Institutions	29.1	30.8	5.8
Doctoral	28.2	30.2	7.1
Comprehensive	29.1	30.7	5.5
Baccalaureate	29.3	31.2	6.5
Private Institutions	27.6	29.1	5.4
Doctoral	23.3	25.0	7.3
Comprehensive	27.4	28.3	3.3
Baccalaureate	28.2	29.8	5.7

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II.1a.2 Number of Credit Hours Required in All Education Courses in Elementary Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	All Institutions	Number of Institutions Requiring			
		< 30 Credit Hours	30–45 Credit Hours	46–60 Credit Hours	> 60 Credit Hours
		1980–81			
All Institutions	1014	136	511	264	103
Public Institutions	423	68	189	117	49
Doctoral	89	14	39	24	12
Comprehensive	241	38	108	71	24
Baccalaureate	93	16	42	22	13
Private Institutions	591	68	322	147	54
Doctoral	29	4	14	7	4
Comprehensive	108	21	59	24	4
Baccalaureate	454	43	249	116	46
		1984–85			
All Institutions	1032	89	511	287	145
Public Institutions	424	48	206	112	58
Doctoral	89	11	39	24	15
Comprehensive	242	27	119	66	30
Baccalaureate	93	10	48	22	13
Private Institutions	608	41	305	175	87
Doctoral	29	3	14	8	4
Comprehensive	111	15	62	28	6
Baccalaureate	468	23	229	139	77

II.1a.3 Number of Credit Hours Required in All Education Courses in Secondary Education Programs, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	All Institutions	Number of Institutions Requiring			
		< 30 Credit Hours	30–45 Credit Hours	46–60 Credit Hours	> 60 Credit Hours
		1980–81			
All Institutions	1044	699	297	20	28
Public Institutions	430	277	135	1	17
Doctoral	94	57	34	1	2
Comprehensive	244	156	79	0	9
Baccalaureate	92	64	22	0	6
Private Institutions	614	422	162	19	11
Doctoral	32	29	3	0	0
Comprehensive	117	79	31	4	3
Baccalaureate	465	314	128	15	8
		1984–85			
All Institutions	1039	589	401	6	43
Public Institutions	429	221	189	2	17
Doctoral	95	52	39	2	2
Comprehensive	242	118	115	0	9
Baccalaureate	92	51	35	0	6
Private Institutions	610	368	212	4	26
Doctoral	32	25	7	0	0
Comprehensive	114	68	39	4	3
Baccalaureate	464	275	166	0	23

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II.1b Average Number of Credit Hours Required in Student Teaching Practicum, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Credit Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Credit Hours	Percentage Change in Credit Hours 80/81–84/85
	Elementary Education Programs						
All Institutions	1009	94.5	9.9	1026	96.1	10.3	4.0
Public Institutions	422	97.2	10.1	421	97.0	10.7	5.9
Doctoral	89	93.7	10.4	88	92.6	10.8	3.8
Comprehensive	240	98.8	10.1	240	98.8	10.5	4.0
Baccalaureate	93	96.9	10.1	93	96.9	10.9	7.9
Private Institutions	587	92.6	9.7	605	95.4	10.2	5.2
Doctoral	29	85.3	9.1	29	85.3	10.0	9.9
Comprehensive	105	87.5	10.1	108	90.0	10.1	0.0
Baccalaureate	453	94.4	9.7	468	97.5	10.2	5.2
	Secondary Education Programs						
All Institutions	1044	97.8	9.3	1037	97.1	9.9	6.5
Public Institutions	431	99.3	9.4	427	98.4	10.1	7.4
Doctoral	95	100.0	9.4	94	98.9	9.8	4.3
Comprehensive	243	100.0	9.4	240	98.8	10.1	7.4
Baccalaureate	93	96.9	9.4	93	96.9	10.3	9.6
Private Institutions	613	96.7	9.3	610	96.2	9.8	5.4
Doctoral	31	91.2	8.2	31	91.2	8.9	8.5
Comprehensive	117	97.5	9.5	114	95.0	9.7	2.1
Baccalaureate	465	96.9	9.3	465	96.9	10.0	7.5

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

II.1c. Average Number of Credit Hours Required in Principles and Methods of Education, by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Credit Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Credit Hours	Percentage Change in Credit Hours 80/81–84/85
	Elementary Education Programs						
All Institutions	1009	94.5	19.1	1027	96.2	19.9	4.2
Public Institutions	419	96.5	19.6	419	96.5	20.3	3.6
Doctoral	89	93.7	21.3	89	93.7	22.5	5.6
Comprehensive	240	98.8	20.0	240	98.8	20.5	2.5
Baccalaureate	90	93.8	18.3	90	93.8	19.2	4.9
Private Institutions	590	93.1	18.8	608	95.9	19.7	4.8
Doctoral	29	85.3	19.3	29	85.3	19.0	−1.6
Comprehensive	108	90.0	17.0	111	92.5	18.2	7.1
Baccalaureate	453	94.4	19.5	468	97.5	20.4	4.6
	Secondary Education Programs						
All Institutions	1040	97.4	8.4	1037	97.1	9.1	8.3
Public Institutions	427	98.4	8.9	427	98.4	9.6	7.9
Doctoral	94	98.9	9.1	95	100.0	10.1	11.0
Comprehensive	243	100.0	9.3	242	99.6	9.8	5.4
Baccalaureate	90	93.8	8.1	90	93.8	9.0	11.1
Private Institutions	613	96.7	8.1	610	96.2	8.8	8.6
Doctoral	31	91.2	7.3	31	91.2	8.0	9.6
Comprehensive	117	97.5	7.1	114	95.0	7.5	5.6
Baccalaureate	465	96.9	8.6	465	96.9	9.4	9.3

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

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II.1d. Average Number of Clock Hours Required in Early Field Experiences by Control and Type of Institution—1980–81 and 1984–85

Control and Type of Institution	1980–81 Insts. with Requirement No.	1980–81 Insts. with Requirement %*	1980–81 Ave. No. Clock Hours	1984–85 Insts. with Requirement No.	1984–85 Insts. with Requirement %*	1984–85 Ave. No. Clock Hours	Percentage Change in Clock Hours 80/81–84/85
			Elementary Education Programs				
All Institutions	919	86.0	100.3	989	92.6	112.9	12.6
Public Institutions	374	86.2	90.7	398	91.7	106.4	17.3
Doctoral	80	84.2	124.6	87	91.6	131.8	5.8
Comprehensive	211	86.8	86.8	221	90.9	103.4	19.1
Baccalaureate	83	86.5	86.3	90	93.8	103.3	19.7
Private Institutions	545	86.0	105.9	591	93.2	116.7	10.2
Doctoral	24	70.6	122.0	25	73.5	133.3	9.3
Comprehensive	95	79.2	135.7	102	85.0	137.2	1.1
Baccalaureate	426	88.8	92.7	464	96.7	106.9	15.3
			Secondary Education Programs				
All Institutions	915	85.7	73.2	970	90.8	84.5	15.4
Public Institutions	364	83.9	64.3	392	90.3	77.3	20.2
Doctoral	81	85.3	86.7	88	92.6	92.3	6.5
Comprehensive	203	83.5	63.3	218	89.7	77.6	22.6
Baccalaureate	80	83.3	58.5	86	89.6	71.5	22.2
Private Institutions	551	86.9	78.5	578	91.2	88.7	13.0
Doctoral	22	64.7	77.5	24	70.6	76.7	−1.0
Comprehensive	104	86.7	90.7	101	84.2	100.7	11.0
Baccalaureate	425	88.5	73.9	453	94.4	85.5	15.7

*Institutions with the requirements, as a percentage of all institutions with teacher education programs.

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II.2b Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Elementary Education Programs, by Control and Type of Institution

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
			Mathematics			
All Institutions	1043	97.7	832	77.9	211	19.8
Public Institutions	425	97.9	335	77.2	90	20.7
Doctoral	93	97.9	73	76.8	20	21.1
Comprehensive	239	98.4	204	84.0	35	14.4
Baccalaureate	93	96.9	58	60.4	35	36.5
Private Institutions	618	97.5	497	78.3	121	19.1
Doctoral	33	97.1	25	73.5	8	23.5
Comprehensive	120	100.0	89	74.2	31	25.8
Baccalaureate	465	96.9	383	79.8	82	17.1
			Science			
All Institutions	1042	97.6	863	80.3	179	16.8
Public Institutions	422	97.2	351	80.9	71	16.4
Doctoral	93	97.9	73	76.8	20	21.1
Comprehensive	236	97.1	214	88.1	22	9.1
Baccalaureate	93	96.9	64	66.7	29	30.2
Private Institutions	620	97.8	512	80.8	108	17.0
Doctoral	31	91.2	21	61.8	10	29.4
Comprehensive	117	97.5	89	74.2	28	23.3
Baccalaureate	472	98.3	402	83.8	70	14.6
			Communications			
All Institutions	1032	96.6	859	80.4	173	16.2
Public Institutions	412	94.9	343	79.0	69	15.9
Doctoral	91	95.8	74	77.9	17	17.9
Comprehensive	232	95.5	199	81.9	33	13.6
Baccalaureate	89	92.7	70	72.9	19	19.8
Private Institutions	620	97.8	516	81.4	104	16.4
Doctoral	33	97.1	24	70.6	9	26.5
Comprehensive	115	95.8	90	75.0	25	20.8
Baccalaureate	472	98.3	402	83.8	70	14.6
			Computer Science			
All Institutions	499	46.7	201	18.8	298	27.9
Public Institutions	186	42.9	73	16.8	113	26.0
Doctoral	43	45.3	10	10.5	33	34.7
Comprehensive	101	41.6	47	19.3	54	22.2
Baccalaureate	42	43.8	16	16.7	26	27.1
Private Institutions	313	49.4	128	20.2	185	29.2
Doctoral	16	47.1	4	11.8	12	35.3
Comprehensive	65	54.2	28	23.3	37	30.8
Baccalaureate	232	48.3	96	20.0	136	28.3

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II.2b—Continued

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
	Arts & Humanities					
All Institutions	226	21.2	145	13.6	81	7.6
Public Institutions	96	22.1	46	10.6	50	11.5
Doctoral	27	28.4	4	4.2	23	24.2
Comprehensive	53	21.8	39	16.0	14	5.8
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	130	20.5	99	15.6	31	4.9
Doctoral	12	35.3	5	14.7	7	20.6
Comprehensive	36	30.0	24	20.0	12	10.0
Baccalaureate	82	17.1	70	14.6	12	2.5
	Social & Behavioral Science					
All Institutions	196	18.4	133	12.5	63	5.9
Public Institutions	84	19.4	54	12.4	30	6.9
Doctoral	20	21.1	10	10.5	10	10.5
Comprehensive	48	19.8	41	16.9	7	2.9
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	112	17.7	79	12.5	33	5.2
Doctoral	6	17.6	1	2.9	5	14.7
Comprehensive	39	32.5	27	22.5	12	10.0
Baccalaureate	67	14.0	51	10.6	16	3.3
	Health, Safety, Physical Education					
All Institutions	119	11.1	76	7.1	43	4.0
Public Institutions	49	11.3	34	7.8	15	3.5
Doctoral	12	12.6	3	3.2	9	9.5
Comprehensive	31	12.8	28	11.5	3	1.2
Baccalaureate	6	6.3	3	3.1	3	3.1
Private Institutions	70	11.0	42	6.6	28	4.4
Doctoral	7	20.6	0	0.0	7	20.6
Comprehensive	28	23.3	19	15.8	9	7.5
Baccalaureate	35	7.3	23	4.8	12	2.5

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II.2c Institutions That Require Courses in Selected Subject Areas and Degree of Change in Requirements from 1980–81 to 1984–85 in Secondary Education Programs, by Control and Type of Institution

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
			Mathematics			
All Institutions	899	84.2	758	71.0	141	13.2
Public Institutions	361	83.2	304	70.0	57	13.1
Doctoral	78	82.1	67	70.5	11	11.6
Comprehensive	200	82.3	183	75.3	17	7.0
Baccalaureate	83	86.5	54	56.3	29	30.2
Private Institutions	538	84.9	454	71.6	84	13.2
Doctoral	27	79.4	20	58.8	7	20.6
Comprehensive	97	80.8	85	70.8	12	10.0
Baccalaureate	414	86.3	349	72.7	65	13.5
			Science			
All Institutions	973	91.1	861	80.6	112	10.5
Public Institutions	382	88.0	336	77.4	46	10.6
Doctoral	85	89.5	78	82.1	7	7.4
Comprehensive	210	86.4	197	81.1	13	5.3
Baccalaureate	87	90.6	61	63.5	26	27.1
Private Institutions	591	93.2	525	82.8	66	10.4
Doctoral	27	79.4	20	58.8	7	20.6
Comprehensive	108	90.0	99	82.5	9	7.5
Baccalaureate	456	95.0	406	84.6	50	10.4
			Communications			
All Institutions	996	93.3	882	82.6	114	10.7
Public Institutions	404	93.1	352	81.1	52	12.0
Doctoral	88	92.6	80	84.2	8	8.4
Comprehensive	227	93.4	202	83.1	25	10.3
Baccalaureate	89	92.7	70	72.9	19	19.8
Private Institutions	592	93.4	530	83.6	62	9.8
Doctoral	28	82.4	21	61.8	7	20.6
Comprehensive	111	92.5	99	82.5	12	10.0
Baccalaureate	453	94.4	410	85.4	43	9.0
			Computer Science			
All Institutions	482	45.1	238	22.3	244	22.8
Public Institutions	170	39.2	84	19.4	86	19.8
Doctoral	41	43.2	18	18.9	23	24.2
Comprehensive	87	35.8	50	20.6	37	15.2
Baccalaureate	42	43.8	16	16.7	26	27.1
Private Institutions	312	49.2	154	24.3	158	24.9
Doctoral	13	38.2	4	11.8	9	26.5
Comprehensive	59	49.2	34	28.3	25	20.8
Baccalaureate	240	50.0	116	24.2	124	25.8

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II.2c—Continued

Control and Type of Institution	All Institutions Requiring Courses		Institutions w/ NO CHANGE in Requirements 1980/81–1984/85		Institutions w/ CHANGE in Requirements 1980/81–1984/85	
	No.	%*	No.	%*	No.	%*
	Arts and Humanities					
All Institutions	208	19.5	129	12.1	79	7.4
Public Institutions	83	19.1	48	11.1	35	8.1
Doctoral	22	23.2	9	9.5	13	13.7
Comprehensive	45	18.5	36	14.8	9	3.7
Baccalaureate	16	16.7	3	3.1	13	13.5
Private Institutions	125	19.7	81	12.8	44	6.9
Doctoral	13	38.2	9	26.5	4	11.8
Comprehensive	31	25.8	22	18.3	9	7.5
Baccalaureate	81	16.9	50	10.4	31	6.5
	Social & Behavioral Science					
All Institutions	159	14.9	127	11.9	32	3.0
Public Institutions	60	13.8	52	12.0	8	1.8
Doctoral	14	14.7	10	10.5	4	4.2
Comprehensive	37	15.2	36	14.8	1	0.4
Baccalaureate	9	9.4	6	6.3	3	3.1
Private Institutions	99	15.6	75	11.8	24	3.8
Doctoral	8	23.5	5	14.7	3	8.8
Comprehensive	25	20.8	19	15.8	6	5.0
Baccalaureate	66	13.8	51	10.6	15	3.1
	Health, Safety, Physical Education					
All Institutions	109	10.2	84	7.9	25	2.3
Public Institutions	37	8.5	33	7.6	4	0.9
Doctoral	7	7.4	6	6.3	1	1.1
Comprehensive	24	9.9	24	9.9	0	0.0
Baccalaureate	6	6.3	3	3.1	3	3.1
Private Institutions	72	11.4	51	8.0	21	3.3
Doctoral	4	11.8	1	2.9	3	8.8
Comprehensive	18	15.0	15	12.5	3	2.5
Baccalaureate	50	10.4	35	7.3	15	3.1

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II.4 Changes in Subject Majors Credit Hour Requirements in the Last Five Years in Secondary Education Programs

Control and Type of Institution	Institutions Without Change		Institutions Reporting Change		Ave. Credit Hour Requirements		Percent Change
	No.	%*	No.	%*	Prev.	Curr.	
All Institutions	934	87.5	104	9.7	28.7	31.7	10.5
Public Institutions	381	87.8	50	11.5	29.6	38.0	28.4
Doctoral	83	87.4	12	12.6	28.0	33.0	17.9
Comprehensive	221	90.9	22	9.1	27.6	37.7	36.6
Baccalaureate	77	80.2	16	16.7	33.8	40.4	19.5
Private Institutions	553	87.2	54	8.5	28.3	28.0	−1.1
Doctoral	29	85.3	3	8.8	27.0	36.0	33.3
Comprehensive	98	81.7	16	13.3	28.6	36.5	27.6
Baccalaureate	426	88.8	35	7.3	28.3	23.9	−15.5

*Institutions with the requirement, as a percentage of all institutions with secondary ed. teacher education programs.

II.5 Changes in Subject Matter GPA Requirements in the Last Five Years in Secondary Education Programs

Control and Type of Institution	Institutions Without Change		Institutions Reporting Change		Average GPA Requirements		Percent Change
	No.	%*	No.	%*	Prev.	Curr.	
All Institutions	759	71.1	274	25.7	2.0	2.4	20.0
Public Institutions	298	68.7	133	30.6	1.9	2.3	21.1
Doctoral	70	73.7	25	26.3	1.9	2.3	21.1
Comprehensive	154	63.4	89	36.6	2.1	2.4	14.3
Baccalaureate	74	77.1	19	19.8	1.6	2.2	37.5
Private Institutions	461	72.7	141	22.2	2.1	2.5	19.0
Doctoral	27	79.4	4	11.8	2.0	2.4	20.0
Comprehensive	82	68.3	32	26.7	2.0	2.5	25.0
Baccalaureate	352	73.3	105	21.9	2.2	2.5	13.6

*Institutions with the requirement, as a percentage of all institutions with secondary ed. teacher education programs.

III.1 Scholarship Incentives Used to Attract Students to Teacher Education Programs

Control and Type of Institution	Institutions That Provide Incentive Scholarships to Students with—											
	High Academic Ability		High Ability in									
			Math		Science		Bi-lingual Education		Computer Science		Other Fields	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	258	24.2	196	18.4	182	17.0	88	8.2	62	5.8	83	7.8
Public Institutions	196	45.2	114	26.3	103	23.7	44	10.1	29	6.7	41	9.4
Doctoral	61	64.2	20	21.1	21	22.1	11	11.6	2	2.1	12	12.6
Comprehensive	97	39.9	68	28.0	60	24.7	23	9.5	11	4.5	23	9.5
Baccalaureate	38	39.6	26	27.1	22	22.9	10	10.4	16	16.7	6	6.3
Private Institutions	62	9.8	82	12.9	79	12.5	44	6.9	33	5.2	42	6.6
Doctoral	13	38.2	4	11.8	4	11.8	4	11.8	1	2.9	1	2.9
Comprehensive	34	28.3	12	10.0	9	7.5	5	4.2	5	4.2	6	5.0
Baccalaureate	15	3.1	66	13.8	66	13.8	35	7.3	27	5.6	35	7.3

*Institutions with the program, as a percentage of all institutions with teacher education programs.

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III.2 Loan Forgiveness Programs

Control and Type of Institution	Institutions That Offer Loan Forgiveness Program to—									
	All Teacher Education Program Participants		Teacher Education Program Participants Majoring in—							
			Math		Science		Humanities		Other	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	38	3.6	51	4.8	44	4.1	0	0.0	12	1.1
Public Institutions	28	6.5	37	8.5	34	7.8	0	0.0	5	1.2
Doctoral	2	2.1	10	10.5	10	10.5	0	0.0	4	4.2
Comprehensive	20	8.2	27	11.1	24	9.9	0	0.0	1	0.4
Baccalaureate	6	6.3	0	0.0	0	0.0	0	0.0	0	0.0
Private Institutions	10	1.6	14	2.2	10	1.6	0	0.0	7	1.1
Doctoral	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0
Comprehensive	5	4.2	2	1.7	2	1.7	0	0.0	3	2.5
Baccalureate	4	0.8	12	2.5	8	1.7	0	0.0	4	0.8

*Institutions with the program as a percentage of all institution with teacher education programs.

III.3 Recruitment Efforts in the Last Five Years

Control & Type of Institution	Mailings		Visit to College by Students		Visits to High Schools by Coll. Reps		College Fairs Exhibits		Personal Contacts	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	122	11.4	156	14.6	163	15.3	82	7.7	191	17.9
Public Institutions	75	17.3	75	17.3	77	17.7	47	10.8	79	18.2
Doctoral	22	23.2	19	20.0	18	18.9	13	13.7	19	20.0
Comprehensive	40	16.5	47	19.3	43	17.7	24	9.9	45	18.5
Baccalaureate	13	13.5	9	9.4	16	16.7	10	10.4	15	15.6
Private Institutions	47	7.4	81	12.8	86	13.6	35	5.5	112	17.7
Doctoral	1	2.9	6	17.6	2	5.9	4	11.8	5	14.7
Comprehensive	11	9.2	9	7.5	26	21.7	7	5.8	29	24.2
Baccalaureate	35	7.3	66	13.8	58	12.1	24	5.0	78	16.3

Control & Type of Institution	Media Contacts		Loans/Schps		Recruitment at H.S. & Jr. Colls.		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	66	6.2	39	3.7	101	9.5	73	6.8
Public Institutions	39	9.0	21	4.8	70	16.1	41	9.4
Doctoral	6	6.3	4	4.2	15	15.8	7	7.4
Comprehensive	24	9.9	14	5.8	49	20.2	31	12.8
Baccalaureate	9	9.4	3	3.1	6	6.3	3	3.1
Private Institutions	27	4.3	18	2.8	31	4.9	32	5.0
Doctoral	1	2.9	3	8.8	12	35.3	1	2.9
Comprehensive	6	5.0	3	2.5	19	15.8	11	9.2
Baccalaureate	20	4.2	12	2.5	0	0.0	20	4.2

*Institutions with the program as a percentage of all institutions with teacher education programs.

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III.4 Recruitment Efforts Under Consideration

Control & Type of Institution	Mailings		Visit by to College Students		Visits to High Schools by Coll. Reps		College Fairs Exhibits		Personal Contacts	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	33	3.1	19	1.8	42	3.9	17	1.6	12	1.1
Public Institutions	13	3.0	6	1.4	26	6.0	16	3.7	6	1.4
Doctoral	3	3.2	2	2.1	6	6.3	3	3.2	3	3.2
Comprehensive	10	4.1	1	0.4	14	5.8	10	4.1	3	1.2
Baccalaureate	0	0.0	3	3.1	6	6.3	3	3.1	0	0.0
Private Institutions	20	3.2	13	2.1	16	2.5	1	0.2	6	0.9
Doctoral	0	0.0	1	2.9	0	0.0	1	2.9	1	2.9
Comprehensive	8	6.7	0	0.0	0	0.0	0	0.0	5	4.2
Baccalaureate	12	2.5	12	2.5	16	3.3	0	0.0	0	0.0

Control & Type of Institution	Media Contacts		Loans/Schps		Recruitment at H.S. & Jr. Colls.		Other	
	No.	%*	No.	%*	No.	%*	No.	%*
All Institutions	22	2.1	104	9.7	32	3.0	63	5.9
Public Institutions	20	4.6	52	12.0	16	3.7	53	12.2
Doctoral	6	6.3	18	18.9	8	8.4	15	15.8
Comprehensive	11	4.5	28	11.5	8	3.3	26	10.7
Baccalaureate	3	3.1	6	6.3	0	0.0	12	12.5
Private Institutions	2	0.3	52	8.2	16	2.5	10	1.6
Doctoral	0	0.0	1	2.9	4	11.8	1	2.9
Comprehensive	2	1.7	12	10.0	0	0.0	5	4.2
Baccalaureate	0	0.0	39	8.1	12	2.5	4	0.8

*Institutions with the program as a percentage of all institutions with teacher education programs.

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APPENDIX A: SURVEY INSTRUMENT

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel

December 21, 1984

Dear Colleague,

Attached is Higher Education Panel Survey No. 67, "Recent Changes in Teacher Education Programs." It is sponsored by the U.S. Department of Education for the purpose of identifying recent changes in teacher preparation programs at the schools, colleges, and departments of education (SCDE) at higher education institutions throughout the country.

Recently attention has been drawn to the issue of quality in elementary and secondary teaching. The objective of this survey is to gauge changes over the last five years at the nation's colleges of education in three areas related to the quality of teachers and their preparation--entry requirements, programmatic changes, and recruitment. We realize that many schools of education have revised their programs in these areas during the seventies, but the focus of this survey is to illuminate trends in the first half of this decade. The results of this study will provide the Department of Education with reliable data needed to develop more effective policies regarding teacher education.

Please understand that your institution's response will be protected to the maximum extent permissible by law. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

The completed questionnaire is due back to the Higher Education Panel by January 31, 1985. If you have any problems or questions, please do not hesitate to telephone us collect at (202)833-4757.

Thank you for your assistance.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Enclosure

One Dupont Circle, Washington, D.C. 20036-1193 (202) 833-4757

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 67
RECENT CHANGES in TEACHER EDUCATION PROGRAMS

OMB #3145-0009
Exp. 03/31/87

Please indicate the the credit hour system that your institution is currently using

- ☐ Semester hours
- ☐ Quarter hours
- ☐ Other; specify. _____

PART I: Entry Requirements

Indicate the specific minimum requirements at your **school/college/department of education (SCDE)** for admittance into the undergraduate teacher preparation program. Report academic year 1984–85 requirements and those in force in academic year 1980–81.

1. If your SCDE admits freshmen to the program, check here ☐ and proceed to question 4.

2. Was/is a minimum grade point average (GPA) in **general studies courses** required by your SCDE for entry into its teacher education program(s)? If yes, indicate the minimum GPA required for entry.

General studies courses are those outside the SCDE that are generally required of all students at your institution.

Elementary Education Program		Secondary Education Program	
1980–81	1984–85	1980–81	1984–85
☐ No	☐ No	☐ No	☐ No
☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___	☐ Yes; Minimum GPA: ___

3. What is the minimum grade required for completing general studies English course(s) for entry into your SCDE?
If **NOT APPLICABLE**, check here. ☐

Elementary Education Program		Secondary Education Program	
1980–81	1984–85	1980–81	1984–85
_____	_____	_____	_____

4. In order to qualify for admittance into your SCDE's teacher preparation program(s), must a student pass a standardized or proficiency test **in addition to** any required of all students entering your institution?

1980–81
☐ No ☐ Yes. If yes, indicate the name of the test and the minimum score required for admittance.
Elementary Ed. Program. Test name _____ Minimum passing score _____
Secondary Ed. Program. Test name _____ Minimum passing score _____

1984–85
☐ No ☐ Yes. If yes, indicate the name of the test and the minimum score required for admittance.
Elementary Ed. Program. Test name _____ Minimum passing score _____
Secondary Ed. Program. Test name _____ Minimum passing score _____

5. Are there **other entry requirements,** such as departmental recommendations, mathematics proficiency, speech testing, etc?

Elementary Education Program

☐ No ☐ Yes. If yes, specify the entry requirement(s), and indicate any changes in the requirement that have been made in the last five years (1980/81–1984/85).

Entry Requirement	Changes in the last five years: From	To
_____	_____	_____
_____	_____	_____

Secondary Education Program

☐ No ☐ Yes. If yes, specify the entry requirement(s), and indicate any changes in the requirement that have been made in the last five years (1980/81–1984/85).

Entry Requirement	Changes in the last five years: From	To
_____	_____	_____
_____	_____	_____

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Part II: Program Changes

How many credit hours (total) were/are required for a baccalaureate degree in your teacher preparation program?

1980–81 _____ credit hours 1984–85 _____ credit hours

A. In this part, please indicate changes in teacher education programs over the last five academic years (1980–81 to 1984–85).

1. Indicate for each year and type of program the number of *hours* that a student must have completed in the subjects listed below in order to graduate:	Elementary Education Program		Secondary Education Program	
	1980–81	1984–85	1980–81	1984–85
a. Credit hours in *all education courses*, including teaching practicum, professional studies, etc.	_____	_____	_____	_____
b. Credit hours in student teaching practicum	_____	_____	_____	_____
c. Credit hours in principles and methods of education	_____	_____	_____	_____
d. Clock hours (not credit hours) in Early Field Experiences	_____	_____	_____	_____

2. Has there been a change in the number of credit hours in the specific subject areas listed below that elementary and secondary teacher candidates are required to take?	Elementary Education Program				Secondary Education Program			
	Courses Are Not Required	Courses Are Required—but No Change	No. of Credit Hours Changed From:	To:	Courses Are Not Required	Courses Are Required—but No Change	No. of Credit Hours Changed From:	To:
a. Mathematics	☐	☐	_____	_____	☐	☐	_____	_____
b. Science	☐	☐	_____	_____	☐	☐	_____	_____
c. Communications, oral and written	☐	☐	_____	_____	☐	☐	_____	_____
d. Computer science	☐	☐	_____	_____	☐	☐	_____	_____
e. Other; specify. _____	☐	☐	_____	_____	☐	☐	_____	_____

3. Since 1980–81, has your teacher preparation program been changed to require students to pass special tests, such as competency tests, comprehensive exams, state or national teachers tests, etc. in order to earn a baccalaureate?

☐ No

☐ Yes. If yes, specify the required test(s). Elementary Ed. Program _____

Secondary Ed. Program _____

B. Changes in secondary education programs only.

4. Have the number of credit hours required for *secondary teacher education* students in their subject majors (other than education) changed overall in the last 5 years?

☐ No Change ☐ Yes, changed from ___ hours to ___ hours

5. For *secondary teacher education* students, did the minimum required grade-point average (GPA) requirements for the subject major(s) change?

☐ No Change ☐ Yes, minimum GPA requirement changed from ___ to ___

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Part III: Teacher Recruitment Efforts

Does your SCDE use any of the practices listed below to attract students into the teacher education program?

Do not include practices or programs that are sponsored by the state or other external agencies such as state-sponsored scholarship programs or loan forgiveness programs. Report only those practices that are sponsored by your SCDE.

1. Provide teacher education scholarships for students of high academic ability — ___ Yes ___ No

2. Provide teacher education scholarships for students of high ability in the particular fields listed below:

   Mathematics — ___ Yes ___ No

   Science — ___ Yes ___ No

   Bilingual education/ESL — ___ Yes ___ No

   Computer Science — ___ Yes ___ No

   Other; specify _____ — ___ Yes ___ No

3. Offer loan forgiveness to **all** participants in teacher preparation programs if they **engage in classroom teaching** — ___ Yes ___ No

4. Offer loan forgiveness to teacher candidates majoring in a particular field only — ___ Yes ___ No

   Specify field: _____

   Specify field: _____

5. List below any other recruitment efforts **implemented** at your SCDE over the last five academic years (specify):

   _____

   _____

   _____

6. List below any other recruitment efforts **considered** at your SCDE to encourage students to enter the teacher education program.

   _____

   _____

   _____

Thank you for your assistance. Please return this form by **January 31, 1985** to:

Higher Education Panel
American Council on Education
One Dupont Circle
Washington, DC 20036

Please keep a copy of this form for your records.
Person completing the form:

Name _____

Title _____

Telephone _____

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APPENDIX B: TECHNICAL NOTES

The survey instrument was sent to 489 Panel institutions that awarded at least one baccalaureate in education. Excluded were two-year colleges (because they do not grant baccalaureates) and specialized institutions (because so few grant baccalaureates in education). Usable responses were received from 399 institutions, for an overall response rate of 82 percent. Table B-1 shows the population and responses by stratum.

Weighting

Data from 399 institutions were statistically adjusted to represent the population of 1,068 institutions granting baccalaureates in education. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to panel data (based on the ratio of responding institutions to the number of institutions in the population) to project estimates representative of the national population.

Comparison of Respondents and Nonrespondents

Table B-2 presents information on survey respondents and nonrespondents on selected variables. Higher than average responses were recorded for doctoral universities, and for large institutions. Institutions with full-time equivalent enrollments of less than 2,000 had lower than average response rates.

Reliability of Survey Estimates

Because the statistics presented in this report are based on a sample, they will differ somewhat from the figures which would have been obtained if a complete census had been taken using the same survey instrument, instructions, and procedures. As in any survey, the results are also subject to reporting and processing errors and errors due to nonresponse. To the extent possible, these types of errors were kept to a minimum by methods built into the survey procedures.

The standard error is primarily a measure of sampling variability—that is, the variations that might occur by chance because only a sample of institutions has been surveyed. Table B-3 presents the 90 percent confidence intervals for question II-1. The 90 percent confidence interval for credit hour requirements in all education courses for students in elementary education programs is plus or minus 1.22. Thus, chances are about 90 out of 100 that a complete survey of all institutions with such programs would have shown the number of credit hours in all education courses required to graduate from an elementary education program to be no more than 44.52 and no less than 42.08.

TABLE B-1—Stratification Design

Cell	Type of Institution	Population	Respondents
	Total	1,068	399
Certainty subdomain			
01	Public universities	95	86
02	Private universities	34	26
03	Public comprehensive	87	68
04	Private comprehensive	20	13
Probability subdomain			
08	Public comprehensive	54	29
09	Public comprehensive	102	36
10	Private comprehensive	100	34
11	Public baccalaureate	96	30
12	Private baccalaureate	120	30
13	Private baccalaureate	360	47

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TABLE B-2—Comparison of Respondents and Nonrespondents

(In percentages)

Institutional Characteristics	Respondents (N = 399)	Nonrespondents (N = 90)	Response Rate
Total	100.0	100.0	81.6
Control			
Public	61.4	53.3	83.6
Private	38.6	46.7	78.6
Type			
Doctorate granting	28.1	17.8	87.5
Comprehensive	45.1	47.8	80.7
Baccalaureate	26.8	34.4	77.5
Region			
East	19.8	24.4	78.2
Midwest	27.6	26.7	82.1
South	38.1	35.6	82.6
West	14.5	13.3	82.9
Total undergraduate full-time equivalent enrollment (1981)			
Less than 2,000	24.1	34.4	75.6
2,000–3,999	18.3	20.0	80.2
4,000–7,999	21.6	21.1	81.9
8,000–14,999	21.3	16.7	85.0
15,000 and above	14.8	7.8	89.4

TABLE B-3—Ninety Percent Confidence Intervals for Education Credit Hours, 1984–85, by Control of Institution

Item	All Institutions		Public Institutions		Private Institutions	
	Estimated Hour	Confidence Intervals ±	Estimated Hour	Confidence Intervals ±	Estimated Hour	Confidence Intervals ±
Elementary Education Credit hours in all education courses (Part II. 1.a.)	43.3	1.22	44.0	1.26	42.9	1.87
Credit hours in student teaching practicum (Part II. 1.b.)	10.3	0.27	10.7	0.27	10.2	0.41
Credit hours in principles and method of education (Part II. 1.c.)	19.9	1.03	20.3	1.12	19.7	1.55
Secondary Education Credit hours in all education courses (Part II. 1.a.)	29.7	0.97	30.8	0.95	29.1	1.49
Credit hours in student teaching (Part II. 1.b.)	9.9	0.27	10.1	0.24	9.8	0.43
Credit hours in principles and method of education (Part II. 1.c.)	9.1	0.62	9.6	0.55	8.8	0.98

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American Council on Education

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Suniewick, Nancy and El-Khawas, Elaine. **General Education Requirements in the Humanities.** Higher Education Panel Report No. 66, October, 1985.

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